A Leader in Me School

Restorative Justice Plan

2026-2027

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Quest Academy: Plan for Restorative Discipline (AB 168)

Background:
In accordance with NRS 392.4644, and passage of the School Safety omnibus bills, Senate Bill 89 and Assembly Bill 168, during the 2019 Session of the Nevada Legislature, each school district shall complete Restorative Discipline Plans, formally known as Progressive Discipline Plans. Restorative discipline utilizes restorative practices (RP). RP is an alternative to exclusionary disciplinary practices which removed students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

Restorative Disciplinary Practices (SB 89): The Restorative Discipline Plan required by NRS 392.4644 must provide restorative disciplinary practices which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;
(2) Restoration or remedies related to the behavior of the pupil;
(3) Relief for any victim of the pupil; and
(4) Changing the behavior of the pupil.

Restorative Justice (AB 168): non-punitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

Annually, the principal will review the Restorative Discipline Plan in consultation with recommendations of teachers, school administrators, other educational and support personnel, parents/guardians, and students who are enrolled in the school. The principal will make recommendations for revisions to the governing board on or before September 15th of each year.

Nevada Law SB 89 amended NRS 392.4644 to read as follows: 1. The principal of each public school shall establish a plan to provide for the restorative discipline of pupils and on-site review of disciplinary decisions. The plan must: (a) Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school. (b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463. (c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school. (d) Provide restorative disciplinary practices which include, without limitation: (1) Holding a pupil accountable for his or her behavior; (2) Restoration or remedies related to the behavior of the pupil; (3) Relief for any victim of the pupil; and (4) Changing the behavior of the pupil. (e) Provide for the temporary removal of a pupil from a classroom or other premises of a public school in accordance with NRS 392.4645. (f) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

Restorative Practices

Schools around the world are using restorative practices (RP) to build positive relationships within school communities, enhance instructional practices, and resolve conflicts. Fundamentally, restorative practices require participants to shift their mindsets from one that may be punitive and blame-focused to one that builds community and provides effective responses to harm. Given the premise that open and respectful communication helps reduce conflict, when conflict does occur, the restorative process encourages individuals to focus on ways to repair relationships rather than punishment. Restorative practices involve a set of concepts and techniques that, when applied consistently, improve the climate of a school community, leading to improved student outcomes.

Restorative Practices as a Whole-School Model

Quest utilizes a school-wide approach to implement Restorative Practices intentionally and systematically in order to create culture change and ensure success of all students. Restorative Practices are embedded into a Multi-tiered System of Supports (MTSS) framework. Quest implements a framework of leadership through Leader in Me and Positive Behavioral Interventions and Supports (PBIS), which can integrate RP. The whole school approach establishes common values and norms, promotes a sense of belonging to the school community, and builds trusting relationships. This creates the culture where behavioral and interpersonal issues are dealt with quickly and deeply, reducing the need for punitive discipline measures (Kidde & Alfred, 2011; Tyler, 2006). MTSS provides the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1-School-wide Prevention Practices: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2-Managing Targeted Difficulties: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3-Intense Interventions: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions. The aim is to repair and rebuild relationships.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is an organizing framework for Quest Academy's operation as a community. PBIS is grounded in a continuum of evidence-based interventions that are used consistently throughout the school to prevent problematic behavior, to teach prosocial skills, and to reinforce new skills. The framework includes a set of clear practices that are embedded in a three-tiered support system for students.

Three school-wide behavioral expectations guide the PBIS process at Quest. These expectations are: **Be Respectful, Be Responsible, Be Safe**.

Having good behavioral *systems* and disciplinary *practices* in place, and using *data* will create outcomes that Quest desires to see: improved social and behavioral competence and improved academic achievement. A system of rewards and consequences is established by the staff to reinforce the behavioral expectations.

Restorative Practices and Discipline

The majority of restorative practices focus on the whole-school model and proactive community building practices. Rather than a separate program, Restorative Practices at Quest are underlying mindsets, practices, and simply "how we do business" in school. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults.

Students at Quest Preparatory Academy have the right to a quality education, free from unnecessary disruptions or distractions. While Quest utilizes restorative practices, those practices do not fix all issues that arise in a school community. Quest's administration and staff have the responsibility to determine when a student's behavior is inappropriate, in violation of policy and/or disruptive. Examples of behavior considered classroom disruptions are, but not limited to: students not performing assigned tasks; a student exhibiting any behavior that interferes with the teacher's right to teach or students' right to learn; students speaking out at inappropriate times; students moving around the classroom inappropriately. Restorative tools, such as conflict resolution, will be implemented and be aligned with the student code of conduct. Other tools that will be utilized are individual and group meetings to educate students on proper behaviors and work on areas of weakness such as social skills, friendship groups, and dealing with hardships. Restorative Behavior Plans (RBP) will be used on an individual basis to provide support, direction and structure for success on our campuses.

Student Disruption of the Education Process or Violation of Classroom Procedures

Classroom teachers will handle day-to-day minor infractions within their classroom or team. Teachers and parents will partner to ensure that students achieve high standards of academic and social success. Once the classroom restorative practices plan has been exhausted and/or the teacher finds that the behavior seriously interferes with teaching and learning, or a student commits a major infraction, an administrative disciplinary referral will be issued.

When student behavior does not support an orderly, distraction-free environment in which all students can learn effectively and pleasantly, restorative justice will be implemented. If unsuccessful, additional school consequences shall be imposed at the reasonable discretion of the administration and (if expulsion is at issue), Quest Academy's Governing Board. Students may receive an RPC, in-school suspension, out-of-school suspension, expulsion or any other consequence deemed appropriate. Notwithstanding the consequences listed in the Parent/Student Handbook, the administration has the discretion to impose lesser or greater penalties for any particular conduct, depending upon the totality of the circumstances at issue, including mitigating and aggravating circumstances, the student's prior offenses, and other reasonably relevant factors.

Minor Infractions (may include but are not limited to):

- Annoying others
- Being rude
- Chewing gum
- Disrespectful behavior
- Eating or drinking in class
- Inappropriate language
- Not following directions
- Not prepared for class
- Not paying attention
- Out of seat, off task
- Possession of a nuisance item
- Public displays of affection
- Rough housing / playing around
- Talking back
- Talking loudly / out of turn at inappropriate times

Major Infractions/Administrative Referral Offenses (infractions may include but are not limited to):

- Continuously Disrupting Learning Environment
- Continual minor infractions (repeated violations)
- Defiance of school personnel
- Threats to Quest personnel or student(s)
- Electronic Threats to Others
- Destruction of School/Classroom/Personal Property
- Physical Harm to Another Student
- Fighting
- Assault or battery
- Insubordination/Defiance/Lying/Cheating/Forgery/Academic Dishonesty
- Cell Phones
- Inappropriate Use of Technology/Computer Misconduct
- Profanity
- Dress Code Violation
- Peer-to-peer conflict not resolved at classroom level
- Bullying
- Illegal actions
- Arson
- Alcohol use or possession or distribution
- Controlled substance use or possession or distribution
- Theft/Robbery
- Vandalism/Destruction of property
- Verbal Abuse
- Weapon
- Sexual Acts or public display of affection

Monitoring of Discipline

The Administration will maintain a discipline tracking system for all students. The nature of the unacceptable behavior and the designated consequences for each infraction will be listed and tracked. Statistics, using non-identifiable student information, will be shared with the Governing Board by the Principal quarterly.

Everything cannot be covered in this plan; therefore, for types of behavior not covered, immediate action and consequences will be given in a fair and consistent manner as deemed by the Administration. Second, third, and subsequent offenses will result in an increase of the severity of the consequence, if necessary. For repeated minor negative behavior, students may be placed on a RBP or referred to the Student Support Team, directed by the Administration and composed of the school counselor and various personnel. In the instance that a RBP is not signed by both parent and student, the RBP will still be effective.

Restorative Justice Policy

Restorative justice requires more focus on repairing relationships, mediation techniques, alternative accountability, and community collaboration in working with the holistic development and improvement of each student. When students make poor decisions or demonstrate unacceptable behaviors, Quest will implement restorative practices in addition to progressive disciplinary consequences as needed. This may be based on the severity of the offense, history of the offender, and the administrator's discretion. If future offenses are committed by the same student, the following actions may be implemented:

- Restorative Action Plan and/or Restorative Behavior Plan
- Student Support Committee Review

This policy is designed to ensure that students are given the best opportunity to acquire the necessary skills for learning. Discipline will be dealt with based on a case-by-case circumstance. The severity of some discipline infractions may dictate more serious consequences. All consequences are administered at the discretion of the designated administrator and the board. Disruption of school and classroom activities include, but are not limited to: the inability to participate in classroom instruction causing disruption to the learning process, shoving/hitting/biting students or teachers, causing harm to others depending on the nature and severity of the offense (i.e. yelling, screaming, or use of inappropriate voice and/ or behavior at any time).

If a student decides to not sign or to not agree to the restorative justice action plan, or chooses to not participate in any step of this restorative justice action plan, this will lead to progressive discipline, which school leadership can determine at their discretion considering the incident, severity, and any past behavioral history. Progressive discipline includes (but is not limited to):

- Required Parent Conference
- Detention
- In-School Suspension (length TBD)
- Out-of-School Suspension with Instruction (length TBD)
- Expulsion Review

Students with Disabilities

Students with disabilities are entitled to the same restorative opportunities, with adjustments to support their access and understanding. Behavioral manifestations of a student's disability will be considered during all discipline processes. If a behavior incident results in suspension or other serious consequences, an IEP or 504 team meeting may be held to determine whether the behavior is a manifestation of the student's disability. If the current plan is appropriate and being implemented as designed, or if additional services or supports are needed (e.g., counseling, behavior intervention plans).

PreK-8 Grade Administrative Disciplinary Actions

PreK

All Nevada Pre K programs shall enhance a child's behavior through positive guidance and redirection. Guiding children's behavior is done throughout the day, not just when a child acts in a way that is unsafe or unacceptable. We will guide behavior by establishing predictable routines, setting clear expectations with the children, and modeling kindness and respect. We will teach, redirect, provide positive guidance and reinforcement Together, through these actions, we will help each child feel noticed, confident and secure while in Preschool.

We will utilize The Pyramid Model or a similar research-based, developmentally appropriate framework for supporting the social-emotional development of young children in all early childhood settings. We will guide children to learn, practice, and apply skills for self-regulation and social emotional competence. If behavioral concerns arise, the teacher will communicate the concerns with the parent/guardian. If it is a consistent concern and does not resolve with teacher support, then a parent teacher conference will be scheduled at the school. Teachers will collaborate with families and consult with specialists as needed. We will make every effort to work with behaviors and the social/emotional needs of every child to ensure the child's successful participation in the program.

K-8

First Offense

Notify parents; disciplinary consequence enforced, infraction documented, restorative justice practices implemented; may receive RPC or up to 2 days day in/out of school suspension (severe infraction)

Second Offense

Repeat process from first offense; student may be placed on a restorative action plan; require a parent/teacher/administrator conference; may receive 3 or more days in/out of school suspension.

Third Offense

Repeat process from first offense; student will be given a revised restorative action plan and/or restorative behavior plan, require a parent/teacher/administrator conference; may receive 5 days or more in/out of school suspension. Kindergarten: possible alternative placement from full day program to an early release program.

Fourth Offense

Repeat process from previous offense; required parent/administrator conference and may receive 10 or more days of suspension.

Habitual Discipline Problem

Habitual disciplinary problem (NRS 392.4655): a principal of a school shall deem a pupil a habitual disciplinary problem if the school has written evidence which documents in one school year that:

- The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times; OR
- The pupil has a record of five suspensions from the school for any reason; AND
- The pupil has not entered into and participated in a plan of behavior pursuant to subsection 5 of NRS 392.4655.

***Severe offenses and habitual discipline problems require board review and approval for possible expulsion regardless of whether it is a first offense or subsequent offense.**

Suspension or Expulsion

Possession of any type of contraband, for example, weapons, knife, gun, stick with the intent to use as a weapon, tobacco, drugs "non-prescription" pills, alcohol; fighting, battery of a staff member, profanity towards staff, threats towards staff, display of sexual intent and any other actions that are harmful to another being.

Quest complies with all NRS statutes and implements restorative justice before going to the board for review and approval of any qualifying suspensions or expulsion. Assembly Bill (AB) 168 provides additional guidance on restorative justice, suspensions, and expulsions.

Expulsion NRS 392.466

Battery to a staff member, selling/distributing a controlled substance, and possession of a weapon and firearm will result in a board review and approval for any expulsion to take place. A student must partake in restorative justice. A 2nd offense of the same infraction will result in expulsion. If a student is expelled, it is the parent's responsibility to enroll their child in either a private school, virtual school, or an independent study program.

Kindergarten Alternative Placement

If a Kindergartner is placed on a restorative justice plan, s/he may no longer be able to participate in a full day program setting and will be assigned to an early release with dismissal at 1:30 p.m. Furthermore, s/he will be unable to attend special afternoon activities such as: celebrations, and special events, which may be scheduled during such time.

Discipline will be dealt with based on a case-by-case circumstance. The severity of some discipline infractions may dictate more serious consequences. All consequences are administered at the discretion of the designated administrator and board.

Appealing Restorative Plan, Suspension, and Expulsion

The school has a policy for appealing suspension and expulsion which complies with NRS 392.4674 and NRS 388A, and which is implemented with integrity. The school shall provide notice of this policy on the same day that the student is suspended or expelled.

Restorative Plan: A parent/guardian of a pupil who has entered into a restorative plan of action may appeal to the Student Support Committee concerning the contents of the restorative plan of action or measures taken by the school pursuant to the restorative plan of action. Upon receipt of such a request, the Student Support Committee shall review the situation and render a decision within 14 days, which will be final and binding.

Suspension: A parent/guardian of a pupil who has been recommended for a significant suspension may appeal. Per **NRS 392.4655** "Significant suspension" means the school in which the pupil is enrolled:

(1) Prohibits the pupil from attending school for 3 or more consecutive days; and
(2) Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school.

In order to appeal the suspension, a parent/guardian must notify the administration in writing within 5 school days of being notified of the suspension. If the student/student's parents choose to appeal the suspension, a hearing with an administrator that did not participate in the original suspension ("appeal administrator") must be scheduled within 5 school days of the original suspension. Between the original suspension and the appeal hearing, the student will be placed in an In-School Intervention pending the results of the appeal if: (a) pursuant to NRS 392.4645, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:
(1) The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4676; and (2) The pupil does not pose a serious threat to the safety of the school.
. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. The decision of the appeal administrator is final.

Expulsion: If a parent/guardian of a pupil who has been recommended for long term suspension or expulsion in a school hearing does not agree on the recommendation, the parent/guardian may appeal within 5 days of the school hearing to the Quest Governing Board-Expulsion Review Panel for a hearing which is to be scheduled within 10 instructional days from the school hearing. If a parent/guardian does not sign the Expulsion Due Process Recommendation form, it will be the same as an appeal request.

If the Quest Governing Board Expulsion Panel determines that the student has committed the offense, the Panel may decide on: 1. permanent expulsion; 2. limited expulsion; or 3. a modified plan for school placement. * The Expulsion Hearing Panel has one (1) working day to render a decision. The school administration or designee will contact the parent/guardian when the decision is rendered. Hearing results will be conveyed via telephone and written letter of decision.

The Expulsion Hearing Panel does not have authority to modify an NRS offense, which includes battery of a school employee resulting in an injury to the victim, sale or distribution of a controlled substance, or possession of a firearm or dangerous weapon.

The Hearing will be conducted as scheduled unless a request for cancellation or postponement is received at least two (2) days prior to the scheduled Hearing. Should you fail to appear, the decision of the Panel will be final. A Hearing can be rescheduled one (1) time only.

If you fail to appear for the Hearing, the Panel will proceed without your presence. Additionally: 1. All hearing rules will apply; and 2. The decision of the Expulsion Hearing Panel will be final.

Restorative Action Plan

Quest utilizes restorative plans of action. The Restorative Plan of Action is a list of the concrete agreements (or actions) that come out of restorative practices (most typically harm circles, circles of support, or re-entry circles and restorative conferences). Criteria for the Restorative Action Plan shift our responses from behaviors and punishment to repairing harm.

The plan includes 3 elements:

1) Restoration: Actions to be taken to repair the harm – the hurt, to "make it right" as much as possible in ways that address the needs and priorities of the victims and affected community members.

2) Reintegration: Actions taken to re-connect and re-engage offenders – those whose behavior has harmed or hurt relationships. Healing actions.

3) Support and nurturing strategies: Actions to be taken to strengthen connections to supportive persons and communities. Actions to be taken to strengthen wrongdoers and reduce the likelihood the behavior will be repeated.

Restorative Actions are developed collaboratively and engage the person(s) who have done harm, and person(s) impacted by the harm. It may also include family, friends and support for the harm doer, victims, and community members.

Restorative Action Plans:

- Need to feel right to the person harmed
- Need to be "do-able" by the one who did the harm
- Need to include an action to prevent further offending:
    1. Something that strengthens and supports the offender.
    2. Something that addresses underlying issues associated with the offense.

RESTORATIVE BEHAVIOR PLANS

Students who experience repeated discipline problems will be placed on a restorative behavior plan. These plans are designed to help modify the student's behavior (which ultimately benefits all students) with a combination of incentives and stricter consequences. Students are given a series of rewards after completing a lengthening period of time of good behaviors. Also built into the plan are more severe consequences for repeated offenses. The student has the choice of changing his/her behaviors or not. Expulsion may result if the student is not successful in changing his/her misbehaviors. It is the school's intention that the restorative behavior plan will put the student on a positive path that will help him/her be successful at Quest. Note that a student might not be eligible for a restorative behavior plan, but may be immediately suspended or expelled, for certain serious or dangerous offenses.

Sample Restorative Action Plan

Student Number:
Student Name:
DOB:
Grade:
Administrator:

Restorative Interventions and Explanation:
Support by Community:
● Starting on [date], [student name—Zed-1] will have weekly scheduled meetings with [administrator name—Spec-1], the Student Success Specialist. Zed-1 will also be able to request to meet with Spec-1 at other times as needed.
● This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning:
● Zed-1 will participate in mentorship and/or after school lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. Zed-1 will complete the assignment and participate in a debriefing with a Student Success Advocate.
● This intervention was selected to intentionally teach Zed-1 self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:
● On [date] and [date], Zed-1 participated in Restorative Conversations with [teacher name—Teach 1] to discuss the events leading up to the incident, how Zed-1 was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and Zed-1 had the opportunity to ask clarifying questions as necessary.

● We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Restoration by Healing and Repairing Harm:
● On [date], Zed-1 elected to write a letter of apology to Teach-1, the teacher they cussed at in front of the class. The letter was sincere and addressed the situation thoroughly. The letter was shared with Teach-1.
● Zed-1 was offered the opportunity to sit down with Teach-1 to discuss the matter. Zed-1 declined at this time.
● We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful?
The rules and expectations of behavior have been clearly explained to Zed-1. Zed-1 has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. Zed-1 has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing Zed-1 with access to multiple staff members and opportunities to seek assistance, we are helping Zed-1 to see that there are many people on campus who care about them and their success. We want to ensure Zed-1 knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Administrative Consequence

Seeking a Change in Placement: Yes/No

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Principal's Signature: _____ Date: _____

Progressive Discipline Plan Based on Restorative Justice Individual Student Plan Example

(NRS 392.466)

The Individual Progressive Discipline Plan Based on Restorative Justice shall be developed in consultation with the student and the parent/guardian of the student.

District/School

District: SPCSA School: Quest Academy

Date of Plan: _____

Meeting Participants

Administrator		Meeting Facilitator	
Student		Parent/Guardian	
Other		Other	
Other		Other	

Student Information

First Name Last Name:

Student Number: DOB: Gender Identity:

Age: Grade: Race/Nationality:

Incident (attach additional documentation as needed)

This conference will focus on the incident that occurred on _____ for the following behavior(s):

☐ Selling a controlled substance

☐ Distributing a controlled substance

☐ Battery against employee

☐ Battery against an employee with intent to cause harm.

☐ Possession of dangerous weapon

☐ Possession of firearm

☐ Habitual disciplinary problem prevention

☐ 5 Cumulative days suspension in a year (Plan provided within 2 days)

☐ Suspended for a period of at least 3 days (Plan provided within 2 days)

☐ New school placement (School Name)

☐ Suspended or expelled in one school semester.

Parent/Guardian Agreement Statement

I _____ the parent/guardian of _____ choose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on _____.

Parent Signature: _____ Date: _____

Student Agreement Statement

I, _____, chose to participate in a meeting to develop a Plan of Action Based on Restorative Justice. This conference will focus on an incident that occurred on _____.

Student Signature: Date:

Disciplinary Practices Based on Restorative Justice

Student Accountability

Incident details (Student Account)

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- Is there anything you want to say at this time?
- What can you do to repair the harm that was done?

Relief for Victim

Incident details (Victim/Individual harmed)

Have the person harmed respond to each of the following questions during a separate meeting (Mediation Circle). This should be at the discretion of the student who was harmed, parents/guardian, and the administrator.

- What happened

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What has been the hardest thing for you?
- Relief for student)s) harmed.

Incident details (Witness account)

- What happened

Discipline Consequence

☐ **Warning – Repair Harm**

Date Assigned:

☐ **Suspension**

Number of Days:

☐ **Expulsion**

Semester:

☐ **Permanent Expulsion**

School Year:

☐ The student will be provided **education services** to prevent them from losing academic credit during the period of suspension or expulsion.

Education Services Details:

☐ **Alternative school placement**

Location

Dates

Additional Details

☐ **Appeal Notice -** A notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671 was provided on the date of the suspension or expulsion. The parent has five school days to file an appeal.

Date Provided: _____

Restoration or Remedies

Behavior Change Checklist

The elements below must be included in every individualized plan. Please confirm the inclusion of each by checking the box and including evidence of such support or intervention.

☐ Positive Behavior Intervention Support

Comments

☐ A plan for behavioral intervention

Comments

☐ A referral to a team of student support

Comments

☐ A referral to an individualized education program (IEP) team to determine whether:

- An IEP is needed for the pupil ○ Yes ○ No
- There is an existing IEP that has been appropriately implemented

Yes No

- · There is an existing IEP in need of adjustments or modifications

  Yes No

  Comments

*See IDEA

☐ Support by Social and Emotional Learning

Comments

☐ Referral to appropriate community-based support

Comments

☐ A conference with the principal of the school or their designee and any other appropriate personnel

Comments

☐ A determination of the need for a referral to a school social worker

○ Yes ○ No

Comments

A determination is required that a student being homeless or in foster care is not a factor in the behavior. Consider if the level of trauma associated with experiencing homelessness or being in foster care. How was this determination made?

☐ Risk Screener Indicators

☐ Adverse Childhood Experience (ACE) Screener

☐ Individual Academic Plan

☐ Other

☐ A plan for reinstatement and guidelines for the provision of notice to a pupil to initiate their reinstatement.

Reintegration by Accountability

On (date) (student name), participated in Restorative Conversations with ☐Counselor, ☐Safe School Professional, ☐Student Support Advocate, and/or (insert name/title) to discuss the events leading up to the incident, how he/she/they/other was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom and/or school behavior were clearly explained and had the opportunity to ask clarifying questions as necessary.

Progressive Discipline Plan Based on Restorative Justice Meeting Participants

Administrator Signature: Date:

Student Signature: Date:

Parent Signature: Date:

Additional Meeting Participants

Role/Signature: Date:

Role/Signature: Date:

Role/Signature: Date:

*If a student with a disability of any age is removed from school premises, suspended, expelled, or permanently expelled for any behavior for more than 10 cumulative days, the school in which the student is enrolled must make available to the student a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA). Although this provision has existed in federal law for many years, the state legislature appears to have incorporated it for

emphasis. Schools must comply with this and other provisions of the IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination, and other requirements in connection with any disciplinary removal of a pupil with a disability.